



READING ON-THE-AIR: A RADIO-BASED READING INTERVENTION TO INTENSIFY THE READING SKILLS AND COMPREHENSION OF GRADE SIX LEARNERS IN THE SCHOOLS DIVISION OF THE CITY OF MATI

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ABSTRACT

This study aimed to intensify the reading skills and comprehension of grade six learners using radio-based reading as an intervention. Data was collected using the Philippine Informal Reading Inventory (Phil-IRI) posttest reading passage in grade five as baseline data for a total of 195 incoming grade six learners, with 39 non-readers and 156 frustration-level readers. An 8-Week Reading Program covering five reading skills and five comprehension skills was conducted through Dino-Radio in Mati City from July 6 to August 6, 2020. The intervention was intensified by radio-based teaching and learning using the same station in November and December 2020. Before the school year ended in July 2021, a posttest was conducted, and the Phil-IRI posttest result of the learners in grade six was recorded to compare their reading proficiency. The study used paired t-tests and excel data analysis to analyze and interpret the data. The results showed a significant increase in both reading and comprehension skills after the radio-based intervention. The reading skills of grade six learners increased by 53%, while the comprehension skills of learners showed an increase of 51%. The statistical analysis using paired t-test showed a p-value of <0.001 , indicating the intervention was significantly effective. However, the study also revealed a need to intensify the intervention to enhance comprehension skills, particularly in evaluation and appreciation comprehension. The mastery level of learners in both reading and comprehension skills was reported, with 43% reaching the mastery level of 80% in reading skills and 42% in comprehension skills. This study recommends intensifying the provision of interventions such as radio-based Reading-On-The-Air and other face-to-face reading interventions to further improve the reading and comprehension skills of grade six learners, especially in comprehension of the full text, evaluation, and appreciation comprehension skills.

Keywords: radio-based reading intervention, distance learning, reading skills, comprehension, PHIL-IRI

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I. CONTEXT AND RATIONALE

Learning to read is an essential part of basic education. Reading after all, is an important gateway to other disciplines (Creative Commons Attribution, 2015).

The results of the Philippine Informal Reading Inventory (Phil-IRI) posttest for the school year 2019-2020 from the three (3) districts in the Schools Division of the City of Mati showed that non-readers existed from grades four to eleven in English and from grades three to eleven in Filipino.

In English, there were 60 identified nonreaders in grade 4 with 1083 frustration level readers; 39 nonreaders in grade 5 and 624 frustration level readers; 43 nonreaders in grade 6 with 777 frustration level readers; 54 nonreaders in grade 7 with 1240 frustration level readers; 2 nonreaders in grade 8 with 936 frustration level readers; one identified nonreaders in grade 9 with 768 frustration level readers; zero nonreader in grade 10, but with 361 frustration level readers; and 1 identified nonreader in in grade 11 with 406 frustration level readers.

This result was taken in terms of reading a passage within their grade level, but there were also students who were identified as non-decoders even below their grade level.

This situation led the research team to conduct action research where intervention was conceptualized, and implemented, with the objective of intensifying the reading skills and comprehension of grade six learners who, despite the pandemic and the absence of face-to-face learning, should eventually leave the elementary grades and enroll in Grade 7 with more developed skills in both readings and comprehension.

II. INNOVATION, INTERVENTION AND STRATEGIES

The school year 2020-2021 was the start of the pandemic. Face-to-face modality was not allowed, instead, learners were given self-learning-modules (SLMs) for them to learn at home. Radio-Based and TV-Based Instructions were being utilized to augment learning with the use of modules. The Department of Education Secretary Leonor M. Briones said that homes may have televisions if internet connectivity was not possible, and the most and the best-used approach was radio-based instruction. “Kasi ang television mga 1950s, 60s, while radios have been around since 1800s”, DepEd Sec. Leonor Briones said (ABS-CBN, 2020).

In the past, educational radio has been proven effective at supporting teacher-led learning (EdTech Hub, 2020).

The “Reading- On-The-Air”, was a radio-based reading intervention to intensify the reading and comprehension skills of Grade Six learners for school year 2020-2021.

This intervention was anchored on the belief that assisted reading improves students’ oral reading fluency (Rasinski & Padak 2000). The “Reading On-the-Air” program recognized radio as one of the technologies used to assist reading, where learners listened to the teacher who facilitated the reading over the radio and the learners read the text given to them at their own homes.

This intervention was also considered as “reading by modeling” as found vital approach to improve learners’ fluency (EdTech Hub, 2020; Rasinski, 2009; Calo, Woolard-Ferguson, & Koitz 2013). According to Rasinski (2014) “Students might not recognize what it means to be fluent

readers. They think that reading fluently means to read rapidly, which is not right because reading speed indicates only the automaticity.” This means that by modeling, learners knew how fluent reading can be done following the facilitator reading over the radio. They understood the text by reading correctly, with correct pronunciation, correct phrasing of words, correct intonation, and proper modulation of the voice. Therefore, learners need to listen to a fluent, and expressive reader to increase their phonological awareness and to help them to understand the meaning of texts (Berg & Lyke 2012).

This radio-based “Reading On-The-Air” program was also considered a repeated reading intervention, because the teacher repeatedly reads the text considering the learners reading at home following him or her while listening over the radio. Repeated reading approach is the most frequent method used to develop and improve learners’ reading fluency (Al-Kharusi 2014; Rasinski 2014; Rubin 2016). In fact, studies in oral reading fluency were dominated by research on repeated reading. It is found to be highly effective as it was promoted by many scholars and popular educators in the reading fluency field such as Rasinski (2014) and Samuel (1979). According to Rasinski (2009) and DiSalle & Rasinski (2017), repeated reading is essential to those who have difficulties in fluency.

During pandemic where face to face was not yet allowed, it was in this view, that the proponents anchored their study on “Reading On-The-Air” as a radio-based reading intervention to improve the reading skills and comprehension of Grade Six learners which yielded a positive effect on the performance of learners in reading and comprehension.

III. ACTION RESEARCH QUESTIONS

This study aimed to answer the following questions:

1. What is the level of reading skills among grade six learners in terms of:
 - 1.1. Speed of recognition and comprehension;
 - 1.2. Vocabulary recognition;
 - 1.3. Sentence structure;
 - 1.4. Paragraph structure; and
 - 1.5. Comprehension of the full selection?
2. What is the level of Reading Comprehension among grade six pupils in terms of:
 - 2.1. Literal Comprehension
 - 2.2. Reorganization Comprehension
 - 2.3. Inferential Comprehension
 - 2.4. Evaluation Comprehension; and
 - 2.5. Appreciation Comprehension
3. Is there a significant increase in the level of Reading Skills among Grade Six learners after the intervention?
4. Is there a significant increase in the level of Reading Comprehension among Grade Six learners after the intervention?

IV. METHODOLOGY

A. Participants

The participants in this study were 25% of 624 frustration-level learners and the 39 nonreaders found in Grade Five during the Phil-IRI posttest. These learners were coming from the 18 identified elementary schools in the Schools Division of the City of Mati who obtained the lowest scores during the conduct of the written test and have access to the intervention over the radio. Consent from the parents of the involved learners was sought. According to Arikunto (2013), when the population size is larger than 100, a sample of only 10%-25% is typically taken. On the other hand, when the population size is less than 100, it is often feasible to include all members of the population in the sample. In this study, we utilized purposive sampling to include only those learners who have access to the reading program conducted over the radio and who obtained the lowest scores. Nonreaders were included without giving them the written test but were considered zero (0) in their pretest in the Reading and Comprehension Written Test.

Table 1 showed the distribution of participants by school, gender, and their reading proficiency level. In the frustration level, there were 106 or 54% male learners, and 50 or 26% of the participants were female learners. Nonreaders have 22 or 11% male learners, and 17 or 9% of them were female learners.

Table 1. *Distribution of Participants by School, Gender and Reading Proficiency Level*

School	Reading Proficiency Level by Gender			
	Frustration Level		Nonreader	
	Male	Female	Male	Female
Dawan Central ES	5	2	1	1
Gelacio Ytac ES	3	2	2	2
Macambol ES	8	2	1	0
Antonino Vicentino ES	3	2	0	1
BGR Executive ES	2	3	0	1
Bobon ES	6	5	1	1
Don Luis Rabat Sr. Mem. ES	5	2	1	1
Matiao CES	8	2	1	1
Badas ES	3	3	2	1
Belsonda ES	3	2	1	1
BLISS ES	3	3	2	1
Mayor Luisito G. Rabat ES	10	5	3	1
Mayor Santiago Garcia MS	10	5	3	1
R.R. Mati Central ES-1	10	3	1	1
R.R. Mati Central ES-II	8	3	2	1
Sudlon ES	2	1	1	1
Tagawisan ES	3	3	0	1
TOTAL	106	50	22	17

B. The Researcher-Made Test

This study used the 50-item Reading and Comprehension Test crafted by the researchers, validated, and was conducted on February 3, 2020, to 624 grade five frustration level learners, and took 25% of the learners who scored the lowest in the test to be part of the study. Nonreaders were no longer tested using the pen and paper test but were automatically included in the list of learners who underwent the intervention. The test evaluated the reading skills and comprehension of the grade six learners using Finochiarro's (1998) five (5) reading skills (a) speed recognition, (b) vocabulary recognition, (c) sentence structure, (d) paragraph structure, (e) organization, and comprehension of the full text. Each of the reading skills had five (5) items in a 25-item reading skills test. The comprehension skills are also composed of 25 items following

Barett's taxonomy. There were five (5) items in each comprehension skill such as: (a) literal, (b) reorganization, (c) inferential, (d) evaluation, (e) appreciation comprehension.

Based on Finochiarro's reading skills, speed in recognition and comprehension is the quickness of an individual to recognize words with their pronunciation discrimination, and usage in the sentence; vocabulary recognition and comprehension refers to recognizing the meaning of words using context clues, and to use words correctly and appropriately; sentence structure means the ability of an individual to be aware of how the sentence is being organized, and rephrasing a sentence to make another statement with similar ideas; paragraph structure, refers to the ability to know how the paragraph is organized, identifying its main thought, and the ability to summarize its thought into one sentence and; comprehension of the full selection means the ability to read and understand the whole selection, as shown by the way an individual sequences the idea of the selection in a logical order, and his ability to summarize the whole text in a sentence or few sentences.

Barett's taxonomy also identified literal comprehension as the knowledge level of comprehension where information is written right there in the text. This level of comprehension develops the skills in recalling details, getting the main ideas, sequencing events, and locating ideas/ information within the reading text. Reorganization comprehension is a skill where learners think what is implied or meant, rather than what is actually stated in the text. In this level of comprehension, the learners learned how to classify, analyze, organize, outline, summarize, and synthesize ideas which are based on what the text is all about. Inferential comprehension is a more

sophisticated level of comprehension where learners use information to express opinions and formed new ideas. Here, the learners learned to think beyond the presented form. They developed the skills like using explicit in the selection using the reader's intuition and experience as basis of conjectures, and hypothesis, inferring main ideas, sequence, comparison, cause-effect relationship, character traits, predicting outcomes and interpreting figurative language. Evaluation comprehension is the level of comprehension that allows the learners to evaluate ideas by comparing them as presented by the teacher, other authorities, or with internal criteria provided by the reader's experience, knowledge or values, judgment of reality vs. fantasy; fantasy vs opinion; worth and others. Appreciation comprehension is the learner's emotional responses to literary techniques, forms, and styles or structure.

The reading materials used during the radio-based Reading-On-The Air intervention were also crafted using Finochiarro's (1998) five (5) reading skills and Barrett's five (5) comprehension skills. The crafted material utilized for the intervention underwent validation by the Learning Resource Materials Development Team of the Schools Division of the City of Mati as to content and language.

Teacher-facilitators were selected from the group of elementary, and secondary reading teachers and set the schedule for an eight-week radio-based reading intervention, while reading teachers were assigned to check the attendance of the target learners during the intervention. Although the intervention was done during pandemic time, the teachers have still managed to meet the target learners face to face in a safe place because of the limited number of learners identified for the said program. Some of the teachers brought with them their radio and the target learners in the covered court

located in the barangay, others utilized the chapel, some brought the learners in a waiting shed, while others brought the radio to the target learner's house. Permit from the barangay and consent from the parents were sought during the conduct of the radio-based intervention. The intervention started on May 11 and ended on July 6, 2020. Although the intervention was open to all learners, only those 195 target learners were given the reading materials intended for the conduct of the study.

A posttest was conducted using the Phil-IRI to determine the reading proficiency of learners in June 2021 before the school year 2020-2021 ended in order to determine the effectiveness of the intervention conducted.

To answer the research questions, the 195 target learners who were already in grade six have taken the written test in Reading and Comprehension following the same skills tested during the pretest. The scores obtained by the 195 target learners were recorded as posttest and compared with their pretest result.

The researchers utilized the following statistical tools to analyze and interpret the data: (a) *count if* function in MS Excel to determine the mastery level of individual learner in the different skills in reading and in comprehension and, (b) Paired t-test to determine whether the P value is significant or not in both reading and comprehension skills.

V. Results and Discussion

This part discusses the results of the study conducted by the researchers on the effectiveness of the radio-based intervention “Reading-On-The-Air” on intensifying the reading skills and comprehension of Grade Six learners in the Schools Division of the City of Mati.

The Level of Reading Skills

The level of the Reading Skills among grade six learners in Schools Division of the City of Mati increased by 53% from the pretest mean of 29% to the posttest mean of 82%.

This trend is indicated by the following data as shown in Table 2. In speed of recognition and comprehension, there was an increase of 47%, from the mean of 40% in the pretest to 87% in the posttest; vocabulary recognition has an increase of 51%, from a mean of 24% to 75% in the posttest; sentence structure increased by 49%, from 30% to 79% mean; paragraph structure increased by 41%, from 27% to 68% and; comprehension of the full selection has an increase of 30%, from a mean of 25% to 63% in the posttest. The finding shows that grade six learners have significantly developed the skills in reading but cannot comprehend a text which is within their level. The data implies that the teaching of reading in grade six learners should focus on paragraph structure and comprehension of the full selection while giving enrichment activities for the development of vocabulary recognition and sentence structure.

Table 2. *Learners' Mean Percent in the Level of Reading Skills*

Reading Skills	Mean Percent		Difference	
	Pretest	Posttest	Increase	Decrease
Speed of Recognition and Comprehension	40%	87%	47%	
Vocabulary Recognition	24%	75%	51%	
Sentence Structure	30%	79%	49%	
Paragraph Structure	27%	68%	41%	
Comprehension of the Full Selection	25%	63%	30%	
Level of Reading Skills	29%	82%	53%	

The Level of Comprehension Skills

The level of Comprehension Skills among grade six learners in the Schools Division of the City of Mati increased by 51% from the mean of 29% in the pretest to 80% mean in the posttest.

Table 3 shows that there was an increase of 56% in literal comprehension among grade six learners, from a mean of 33% during the pretest to 89% in the posttest. Reorganization comprehension showed an increase of 53%, from a mean of 33% to 86%; inferential comprehension increased by 49% mean, from 31% mean to 80% mean in the posttest; evaluation comprehension had an increase of 37%, from 21% to 58% mean in the posttest and, appreciation comprehension showed an increase of 25%, from 28% mean in the pretest to 53% in the posttest.

This finding shows that higher order thinking skills of the learners such as inferential, evaluation, and appreciation comprehension should be given priority in any intervention the teacher may plan to do. Division trainings, seminars and school LAC sessions should be conceptualized in capacitating

teachers in teaching strategies which will intensify the comprehension skills of learners.

Table 3. *Learners' Mean Percent in the Level of Comprehension Skills*

Comprehension Skills	Mean Percent		Difference	
	Pretest	Posttest	Increase	Decrease
Literal Comprehension	33%	89%	56%	
Reorganization Comprehension	33%	86%	53%	
Inferential Comprehension	31%	80%	49%	
Evaluation Comprehension	21%	58%	37%	
Appreciation Comprehension	28%	53%	25%	
Level of Comprehension Skills	29%	80%	51%	

Significance Difference in the Level of Reading Skills Before and After the Intervention

As shown in Table 4, using the Paired Sample T-Test, it was found out that there was a significant difference in the reading skills before and after the intervention with a P value of <0.01 . The mean of posttest (18.595), minus the mean of pretest (7.297) is equal to 11.297 with an SD of difference of 5.4142. The 95% confidence interval of the posttest minus the pretest is (10.5328, 12.0621), with a value of $t=29.1384$

Table 4. *Significance Difference Before and After the Intervention in Reading Skills*

Parameter	Value
P-value	<0.01
Test Statistic T	29.1384
Sample Size (n)	195
Average of Difference (\bar{x}_d)	11.297
SD of Difference (S_d)	5.4142
Confidence Interval	95%

The result shows that there was a significant increase in the level of reading skills among grade six learners after the intervention.

Significance Difference in the level of Comprehension Skills Before and After the Intervention

The data in Table 5 below shows there was a significant difference in the level of comprehension skills among grade six learners before and after the intervention. Using the Paired Sample T-Test, the P value of comprehension skills was equal to <0.001 which was statistically significant. The mean of posttest (18.226) minus the mean of pretest (7.303) was equal to 10.923, with 95% confidence interval of this difference, where the value of $t = 25.7111$.

Table 5. *Significance Difference Before and After the Intervention in Comprehension Skills*

Parameter	Value
P-value	<0.001
Test Statistic T	25.7111
Sample Size (n)	195
Average of Difference (\bar{x}_d)	10.923
SD of Difference (S_d)	5.9325
Confidence Interval	95%

This shows that the intervention conducted significantly increase the level of comprehension skills among grade six learners.

VI. ACTION PLAN

After disclosing the effectiveness of the intervention conducted as shown in the results of the study, the researchers have listed the plans to be undertaken in order to improve further the skills in reading and in comprehension of learners by capacitating the teachers on strategies in teaching reading and comprehension using radio, video, and other related

technology-assisted teaching-learning processes following the tentative schedule and activities listed in Table 6 for the action plan.

Table 6. *Action Plan in Intensifying the Intervention*

Activity	Schedule	Persons Involved	Budget
By School Information Dissemination	February 7, 2022	Division Reading Focal, All Teachers	Meals (₱7,277) BERF
Division Facilitated School LAC Sessions	April 18, 2022	Division Reading focal, School Reading Coordinators	Meals (₱6,000) BERF
Capacity-Building of Teachers on the Strategies of Teaching Reading and Comprehension	May 9-23, 2022	Division Reading Focal, Teachers Teaching Grade 6 English	Meals (₱15,000) INSET
Training on the use of Microsoft Teams in Reading Assessment	July 11-13, 2022	Division Reading Focal, Teachers in Gr. 6 and 7	Meals (₱15,000) INSET
Development of Radio-based Reading Materials for the K to 3 Learners	July 18-21, 2022	Division Reading Focal, Teachers in the K to 3	Meals (₱15,000) INSET Materials (₱5,000) INSET

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Name: _____ Grade and Section _____

Gender: Male _____ Female _____

DIRECTIONS:

1. Read the selection “ Ma Lien and the Magic Brush” and answer the questionsthat follow.
2. Write the letter of your answer in a separate sheet of paper.
3. Take picture of your answer sheet.
4. Then send the photo to your teacher’s messenger account for consolidation.

Ma Lien and the Magic Brush

There once lived in China a poor peasant boy named Ma Lien. Day after day, he worked hard in the fields, so that he would have food to eat, and a small hut to live in. Ma Lien’s greatest dream was to be an artist, but the boy did not have even one coin with which to buy a brush.

One day as he stumbled along under a heavy load, he passed by the house of a famous artist. Going over to the gate in the high wall, Ma Lien peeked in, hoping to see the great man at work. Silently he stood, watching the artist as he painted a portrait of a Mandarin. At last, the boy could hold his excitement no longer, and he boldly spoke up.

“Oh, great one,” he said, “could you let me have one of your brushes- an old one that you don’t need anymore- so that I, too, might paint a picture?”

On hearing the voice behind him, the artist turned around. When he saw it was only a poor peasant boy daring to ask for one of his brushes, he became very angry.

“So you would like to paint!” he cried. “Away with you and back to your fields.” And he drove the frightened Ma Lien from his gate.

But Ma Lien did not lose hope. He drew pictures whatever he could be using a stone to scratch on a flat rock, or his fingers to draw in the wet sand of the riverbank. When he returned to his hut at night, he drew pictures on the walls by the light of a candle. Soon he had covered the walls with pictures of chickens, wolves, cows, sheep, and everything he could think of. With practice, Ma Lien became more and more skillful. But with his skill, he still did not have a brush. One night as he lay on his bed, he looked around his room, enjoyed all the pictures he had scratched on the walls, and sighed.

“Oh, if only I had a brush, he said. “Wha t beautiful pictures I would paint.”With that, there was a flash of light, and standing before the boy was an old wizard.

"Ma Lien," he said in a creaky voice. "You have worked very hard and now you have earned a brush. Use it wisely, for it has great powers." And saying this, he handed the boy a beautiful paintbrush.

Before Ma Lien had a chance to say "Thank you", the old man had vanished. With a cry of joy, the boy hurried over to the one bare spot on the wall and quickly painted a proud and happy rooster. But he had no sooner painted the last curling feather of the rooster's tail when the bird flew from the wall and landed on the window sill.

"Now I know why the wizard said this brush had a great power," said Ma Lien. "Do not worry, old man, I will use it wisely."

The next morning as Ma Lien was walking to the mountain to gather firewood, he passed by rice paddies. There he saw a man and a young boy pulling a heavy plow. Ma Lien quickly went over to the wall of an old shed and painted a strong and healthy waterbuffalo. Again, as he finished, the beast leaped from the wall and with a low moo headed down to the rice paddy. Now with the help of the buffalo, the man and his son soon had the paddy ready for planting.

Just at the moment, the Mandarin came by seeing the power of Ma Lien's magic brush. He ordered his men to grab the poor boy and bring him to the palace. When they had brought Ma Lien to the palace, the Mandarin ordered the boy to paint piles of silver coins for him. But, remembering the wizard's words, he refused to do so. The Mandarin put him into prison with the other prisoners. Ma Lien soon discovered that other prisoners had done no wrong. The Mandarin had put them in prison so that he could steal their lands. "Never fear", said the boy, "I will save us all free before too long."

As the night passed, Ma Lien waited until the guards had dozed off. Then quickly, he painted a door on the wall. The prisoners pushed the door open, and they fled into the night. The Mandarin's men came chasing the boy but easily escaped on the fine horse he painted for himself. Ma Lien kept on helping anyone he could with his magic brush. He painted buffalos to help the farmers, chickens for the farmer's housewives, and toys to keep the children happy.

And so, Ma Lien and his wonderful brush became known throughout the land. But then the Mandarin learned where Ma Lien was living. He sent his soldiers and took the boy back to the palace. The Mandarin took away the brush and put Ma Lien in prison. Then he sent for the palace painter and ordered him to paint with Ma Lien's brush. The artist went to work but the Mandarin discovered that only Ma Lien could paint pictures that would become real. Sending for the boy, he spoke kindly to him.

"Ma Lien," said the Mandarin softly, "if you paint but one picture for me, I will set you free." The boy, thinking of a way to trick the greedy man, said that he would do so as he asked. "Paint me a mountain of gold," said the Mandarin.

The boy went to work painting a big blue sea that spread across the wall. And a great gold mountain out of the sea. "Now, paint me a ship so that I can sail to my mountain and bring back the gold." Ma Lien painted a ship and the Mandarin wasted no time hurrying aboard with his men. The ship slowly rode out the sea. "Too slow!" shouted the Mandarin. "Give us wind to speed us along."

Doing as he was ordered, Ma Lien, painted wind clouds and storm clouds. The wind howled and huge waves crashed the ship. It sank in the stormy waters.

Once more, Ma Lien returned to his simple life with the peasants, always ready to help them with work. And never again did anyone ask him to use his magic brush for evil and greed.

Test I- Reading Skills Speed in Recognition

_____1. *Day after day, he worked hard in the fields.* **Which word is the subject of the sentence?**

- a. Day after day b. he c. worked

_____2. The word **worked** is pronounced as

- a. /wurkt/ b. /wurked/ c. /wurk/

_____3. Which group of words below is a prepositional phrase?

- a. He worked hard b. in the fields c. day after day

_____4. *Ma Lien's greatest dream was to be an artist.* **Which word describes Ma Lien's dream?**

- a. artist b. was c. greatest

_____5. *One day as he stumbled along under a heavy load, he passed by the house of a famous artist.* **Which word below is a preposition?**

- a. stumbled b. under c. heavy

Vocabulary Recognition

_____1. *"What a beautiful picture I would paint." With that, there was a flash of light, and standing before the boy was an old wizard.* **What do you mean by a wizard?**

- a. an intelligent person
b. a person with expertise in art
c. a person with magical powers

_____2. “Ma Lien,” he said in a creaky voice. **What does creaky voice mean?**

- a. rough voice
- b. soft voice
- c. modulated voice

_____3. The next morning as Ma Lien was walking to the mountain to gather firewood, he passed by rice paddies. **What do rice paddies look like?**

- a. irrigated areas for rice planting
- b. forested areas for rice planting
- c. dry area for rice planting

_____4. As the night passed, Ma Lien waited until the guards had dozed off. **What did the guards do when they dozed off?**

- a. The guards walked away
- b. The guards stood still
- c. The guards fell asleep

_____5. The wind howled and huge waves crashed the ship. **What happened when the wind howled?**

- a. The wind produced a loud voice
- b. The wind produced a body of water
- c. The wind crashed the ship.

Sentence Structure

_____1. The wind howled and huge waves crashed the ship. **What is the structure of this sentence?**

- a. Simple sentence
- b. Compound sentence
- c. Complex sentence

_____2. Ma Lien’s greatest dream was to be an artist. **This statement is an example of_____.**

- a. Simple sentence
- b. Compound sentence
- c. Complex sentence

_____ 3. Which sentence below is in passive voice?

- a. A beautiful brush was handed to the boy by the old wizard.
- b. The old wizard handed the boy a beautiful brush.
- c. The boy handed a beautiful brush to the old wizard.

_____ 4. The famous artist drove Ma Lien from the gate. **Change this statement to a passive voice.**

- a. Ma Lien was driven from the gate by the famous artist.
- b. Ma Lien drove the famous artist from the gate.
- c. The famous artist drove Ma Lien from the gate.

_____ 5. *He drew pictures on the walls by the light of a candle.* **What is the voice of the verb in the sentence?**

- a. Active voice
- b. Passive voice
- c. Both active and passive

Paragraph Structure

Ma Lien and his wonderful brush became known throughout the land. But then the Mandarin learned where Ma Lien was living. He sent his soldiers and took the boy back to the palace. The Mandarin took away the brush and put Ma Lien in prison. Then he sent for the palace painter and ordered him to paint with Ma Lien's brush. The artist went to work but the Mandarin discovered that only Ma Lien could paint pictures that would become real. Sending for the boy, he spoke kindly to him.

_____ 1. **What is the topic sentence of the paragraph?**

- a. Ma Lien and his wonderful brush became known throughout the land.
- b. The Mandarin took away the brush and put Ma Lien in prison.
- c. Sending for the boy, he spoke kindly to him.

_____ 2. **What supports the statement that Ma Lien has a wonderful brush?**

- a. Ma Lien can paint pictures that would become real.
- b. Ma Lien was put in prison.
- c. Mandarin took away the brush of Ma Lien

_____ 3. **Based on the passage below, what do you think most likely happened to the Mandarin?**

Ma Lien painted wind clouds and storm clouds. The wind howled and hugewaves crashed into the ship. It sank in the stormy waters.

- a. The Mandarin fell from the ship and survived.
- b. The Mandarin drowned and was killed by lightning.
- c. The Mandarin drowned and died.

_____4. *Towards the end of the story, The Mandarin made a deal of letting him go if Ma Lien would paint him a mountain of gold. Looking for a way to escape from the Mandarin, Ma Lien tricked the Mandarin which led to his likely death. **Would you have done the same if you were Ma Lien?***

- a. Yes, I would do the same thing because if I wouldn't, he would continue to terrorize the people.
- b. No, I would not do the same thing as Ma Lien did. I would let the Mandarin continue to terrorize the people.
- c. I wouldn't do anything.

_____5. **Based on the last paragraph of the story (including below), which of the following is the most likely to happen?**

Once more, Ma Lien returned to his simple life with the peasants, always ready to help them with work. And never again did anyone ask him to use his magic brush for evil and greed.

- a. The Mandarin was replaced by a kind and helpful one. Ma Lien along with his magic brush became even more famous. No one dared to trick Ma Lien to use his magic brush for evil purposes ever again. Ma Lien and the people lived a generally happy and peaceful life.
- b. Ma Lien at first followed what the old wizard asked him to do; use the brush wisely. However, because he was poor, he was tempted to use the brush against the wishes of the old wizard, It wasn't long before he became rich.
- c. Ma Lien religiously followed what the old wizard asked him to do with the brush. The people did not ask him to use the brush for evil and greed. However, the new Mandarin harassed both Ma Lien and the people leaving Ma Lien no choice but to agree to the new Mandarin's demand.

Comprehension of the full text

_____1. *Mandarins were public officials in old China. The Mandarin in the story was greedy and corrupt. How can you say that a person is greedy and corrupt?*

- a. A greedy and corrupt person desires for more power and wealth to take advantage of less fortunate people.
- b. A greedy and corrupt person desires for the good of his fellowmen.
- c. A greedy and corrupt person desires for position to serve his country faithfully.

_____2. **Which group of words helps you build a mental picture of what happened to the Mandarin?**

- a. Sea, painted, gold, sank
- b. Mandarin, sail, ship
- c. Mandarin, spread, across

_____3. **Read the passage below and form a mental image of the event described.**

"Paint me a mountain of gold," said the Mandarin.

The boy went to work painting a big blue sea that spread across the wall. And a great gold mountain out of the sea. "Now, paint me a ship so that I can sail to my mountain and bring back the gold."

In reading the passage, which sense is predominantly used in forming a mental image of the event described?

- a. Sense of smell
- b. Sense of sight
- c. Sense of hearing

_____4. **Which group of statements below could help you retell the story?**

- a. Ma Lien, the poor peasant boy.
Ma Lien with his magical brush
Ma Lien and the greedy Mandarin
- b. Ma Lien, with his magical brush
Ma Lien, the poor peasant boy
Ma Lien and the greedy Mandarin
- c. Ma Lien, and the greedy Mandarin
Ma Lien with his magical brush
Ma Lien, the poor peasant boy

_____ 5. Which statement summarizes the whole text.

- a. Ma Lien was a poor peasant boy gifted with a skill in painting.
- b. Mandarin put Ma Lien in prison because of his magic brush.
- c. The old wizard told Ma Lien to use the magic brush wisely.

TEST II- COMPREHENSION SKILLS

Literal Comprehension

- _____ 1. Who was Ma Lien in the selection?
- a. Ma Lien was a poor peasant boy.
 - b. Ma Lien was a poor warrior
 - c. Ma Lien was a poor learner
- _____ 2. What causes Ma Lien to work hard in the fields?
- a. He wanted to go to school
 - b. He wanted to have something to eat and a hut to live in
 - c. He wanted to have plenty of money
- _____ 3. What was the greatest dream of Ma Lien?
- a. to be an engineer
 - b. to be an artist
 - c. to be an architect
- _____ 4. How did the “famous artist” react to Ma Lien’s plea for old brushes?
- a. He met Ma Lien happily from his gate
 - b. He allowed Ma Lien to get inside the gate
 - c. He drove Ma Lien from his gate
- _____ 5. Who gave Ma Lien his desired beautiful paintbrush?
- a. an old woman
 - b. an old Chinese lady
 - c. an old wizard

Reorganization Comprehension

- _____ 1. Which of the following does not happen in the story?
- a. Ma Lien was put to death because of his magic brush.
 - b. Ma Lien was put in prison because he stole the magic brush.
 - c. Ma Lien kept on helping anyone he could with his magic brush.

_____ 2. Which of the following describes the Mandarin in the story?

- a. kind and generous
- b. helpful and friendly
- c. greedy and corrupt

_____ 3. Which group of statements correctly arranged to help you summarize the story?

- a. Ma Lien was a poor peasant with a dream of becoming an artist.
An old wizard gave Ma Lien a magic brush.
Ma Lien kept on helping anyone with his magic brush.
- b. Ma Lien kept on helping anyone with his magic brush.

Ma Lien was a poor peasant with a dream of becoming an artist. An old wizard gave Ma Lien a magic brush.

- c. An old wizard gave Ma Lien a magic brush.

Ma Lien kept on helping anyone with his magic brush.

Ma Lien was a poor peasant with a dream of becoming an artist.

_____ 4. What is the correct order of the following events? Which happens first, second, third, and then last?

- 1. The Mandarin saw what Ma Lien did to help the man and his son and ordered his men to grab the boy and take him to the palace.
- 2. Ma Lien painted a buffalo to help a man and his son get their rice paddy ready.
- 3. One night, while Ma Lien was lying on his bed, an old wizard appeared and handed a beautiful paintbrush.
- 4. Ma Lien returned to his hut that night and drew pictures of chickens, wolves, cows, and sheep on the wall.

- a. 4-3-2-1 b. 4-1-3-2 c. 4-2-3-1

_____ 5. What happened in the story when an old wizard gave Ma Lien a magic brush?

- a. The conflict of the story started when the old wizard gave Ma Lien a magic brush.
- b. The setting of the story started when the old wizard gave Ma Lien a magic brush.
- c. The resolution of the story started when the old wizard gave Ma Lien a magic brush.

Inferential Comprehension

_____ 1. Why do you think Ma Lien drew pictures whatever he could, using a stone to scratch on a flat rock, or his fingers to draw in the wet sand of the riverbank?

- a. because Ma Lien wanted to be skillful despite the absence of a brush.
- b. because Ma Lien wanted to show that he was skillful.
- c. because Ma Lien wanted to be appreciated for his skill in drawing.

_____2. Why do you think the old wizard disappeared before Ma Lien had the chance to thank him?

- a. because the wizard was afraid to get caught.
- b. because the wizard had magical power
- c. because the wizard was a wanted person

_____3. In your opinion, what causes Ma Lien to paint a proud and happy rooster on the wall after receiving the magic brush from the old wizard.

- a. His joy and contentment caused him to paint proud and happy rooster.
- b. His anger caused him to paint proud and happy rooster.
- c. His loneliness caused him to paint proud and happy rooster.

_____4. Why do you think the bird flew before Ma Lien could finish painting the last curling feather of the rooster's tail?

- a. The brush used by Ma Lien had magical power
- b. The brush used by Ma Lien flew like a bird
- c. The brush used by La Lien looked like a bird that flies.

_____5. What do you think had happened to the Mandarin after the ship sank into the stormy waters?

- a. The Mandarin had sank with the ship but survived
- b. The Mandarin had drowned and died.
- c. The Mandarin got angry and threw Ma Lien in the stormy waters.

Evaluation Comprehension

_____1. Which statement is true about the old wizard and the Mandarin?

- a. The old wizard and the Mandarin are similar in that they both are caring people.
- b. The old wizard and the Mandarin are similar in that they both are harsh or bad.
- c. The old wizard is different from the Mandarin in that the old wizard only wants the boy to use the brush wisely.

_____2. How do you compare how Ma Lien was treated by the Mandarin and the famous artist?

- a. Both the Mandarin and the famous artist love Ma Lien.
- b. The Mandarin and the famous artist want nothing to do with Ma Lien.
- c. The Mandarin wants Ma Lien for his magic brush, while the famous artist doesn't want to have anything to do with him because he is simply a poor peasant.

_____3. Was it possible for Ma Lien to have been known throughout the land? Why?

- a. Yes, because of the magic brush given to him by the old wizard.
- b. No, because he made a trick that made the Mandarin drowned into the stormy waters.
- c. Both a and b

_____ **4. Why did the old wizard give the magic brush to Ma Lien, and not to anyone else?**

- a. Because Ma Lien was the only one who asked for it
- b. Because Ma Lien has a good heart and a willingness to help
- c. Because he wants Ma Lien to fight against the Mandarin

_____ **5. Which of the following best shows the good heart of Ma Lien?**

- a. When Ma Lien saw a young boy pulling a heavy plow, he quickly brought to life a buffalo, and made the lives of the father and son easy.
- b. With practice, Ma Lien became more and more skillful, but with his skill he still did not have a brush.
- c. Both a and b

Appreciation Comprehension

_____ **1. How did the author express the idea that people with evil intentions will not succeed?**

- a. Ma Lien painted wind clouds and storm clouds. The wind howled and huge waves crashed the ship. It sank in the stormy waters.
- b. Ma Lien waited until the guards had dozed off.
- c. Ma Lien quickly went over to the wall of an old shed and painted a strong and healthy water buffalo.

_____ **2. Could a story like this happen in real life?**

- a. Yes, the story could happen except for the presence of the wizard.
- b. No, although magic is real, there are no real wizards.
- c. No, magic is not real. This story is meant to teach us a lesson.

_____ **3. What character traits of Ma Lien would you want to imitate?**

- a. Ma Lien's eagerness to practice despite the absence of the brush.
- b. Ma Lien's trick which led to the death of the Mandarin
- c. Ma Lien's way of planting rice in the paddy.

_____ **4. Which part of the story do you think may happen in real life?**

- a. The wind howled and huge waves crashed the ship and it sank into the stormy waters.
- b. Before Ma Lien finished painting the rooster's tail, the bird flies.
- c. Ma Lien painted a door, and the prisoners opened it and drove away.

_____ **5. Which part of the story do you appreciate most?**

- a. The part when Ma Lien was driven away by the famous artist out from his gate.
- b. The part when Ma Lien made a trick that made the ship sink into the stormy waters.
- c. The part when the old wizard vanished before Ma Lien could thank him.